

# MONTANA STANDARDS FOR LIBRARY MEDIA

*In a democratic society, all students need access to a variety of information sources and formats, encompassing the breadth of human conversations and creations. Through accessing and evaluating information they gain an appreciation and respect for diverse ideas and creative expressions. By using information literacy skills in all aspects of learning, students become empowered and engaged lifelong learners. To thrive in the information age students need a process of inquiry that can be adapted to any information need. By learning strategies to manage and ethically use information, Montana students open the door to the world in all its diversity.*

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8, and grade 12.

**Content Standard 1—Students understand an inquiry process including how to access, evaluate and use information.**

**Content Standard 2—Students demonstrate an understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.**

**Content Standard 3—Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.**

**Content Standard 4—Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.**



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## Library Media Content Standard 1

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**Students understand an inquiry process including how to access, evaluate and use information.**

### Rationale

*Students encounter overwhelming amounts of information in today's world. They must be prepared to access, evaluate and use resources that effectively and efficiently meet their information search. The inquiry process provides a systematic approach that applies to all academic and personal interests and work endeavors. Students who have the opportunity to practice a process that orders and organizes the vast quantities and varying qualities of information are empowered lifelong learners.*

### Benchmarks

**Students will:**

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"><li>1. identify the steps of the inquiry process as it is used in research (i.e., identify the question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate the product and process).</li><li>2. state the question or need for information.</li><li>3. identify and locate probable sources of information.</li><li>4. judge information for accuracy, relevancy, and type (e.g., fact or fiction).</li><li>5. identify and use information to create a product that satisfies the need or solves the problem.</li><li>6. recognize that they have followed an inquiry process and describe how well their products satisfy the need or solve the problem.</li></ol>	<ol style="list-style-type: none"><li>1. apply steps of the inquiry process to satisfy both academic and personal information needs (i.e., identify the question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate the product and process).</li><li>2. focus the information need as it relates to what they already know to formulate specific questions.</li><li>3. select multiple print and nonprint sources using various search strategies (e.g., human guidance, reflective thinking, Boolean operatives).</li><li>4. recognize point of view or bias, use primary and secondary sources, and analyze and evaluate information for specific needs.</li><li>5. interpret and use information in original products or presentations.</li><li>6. apply criteria to determine how well the research process, products and conclusions meet the original need for information.</li></ol>	<ol style="list-style-type: none"><li>1. analyze and adapt the inquiry process to satisfy individual and group information needs (i.e., identify the question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate the product and process).</li><li>2. refine and revise the information need to meet the specific format, purpose, and scope of the project.</li><li>3. develop a plan to obtain needed information using a variety of research and investigative strategies (e.g., interviews, questionnaires, experiments, surveys).</li><li>4. assess information sources using multiple criteria (e.g., coverage, misleading presentation, and manipulated data).</li><li>5. synthesize information to create a new product that meets a specific purpose or vision.</li><li>6. critique the process and the product of the inquiry.</li></ol>

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## Library Media Content Standard 2

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**Students demonstrate an understanding of ethical, legal, and social responsibility in accessing, evaluating, and using information, materials and technology.**

### Rationale

*Libraries provide equitable access for all citizens to a variety of information. For students to contribute positively in a learning community, they must respect open access to information, intellectual property rights, ideas and backgrounds of others and library policies. Students will be able to collaborate with others and make informed, reasoned decisions as they participate in our democratic society and interdependent world.*

### Benchmarks

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#### Students will:

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End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"><li>1. demonstrate individual responsibility for equitable access to information (e.g., share access to limited resources, return materials diligently).</li><li>2. state the conclusion of his/her research finding in his/her own words and cite his/her sources.</li><li>3. follow school guidelines for responsible use of information resources (e.g., check out policies and library rules).</li><li>4. share knowledge and information with others.</li></ol>	<ol style="list-style-type: none"><li>1. explain the importance of equitable access to a variety of information in a democratic society.</li><li>2. recognize and apply concepts of intellectual property rights, avoid plagiarism, follow bibliographic form and cite all information sources used.</li><li>3. follow school guidelines for responsible use of information resources (e.g., circulation policies, acceptable use policies).</li><li>4. recognize the ideas and backgrounds of others and acknowledge their contributions.</li></ol>	<ol style="list-style-type: none"><li>1. evaluate the impact of equitable access to information in a democratic society.</li><li>2. use information in an ethical manner by adhering to copyright laws, requesting permission to use information, and properly citing sources).</li><li>3. follow school guidelines for responsible use of information resources (e.g., circulation policies, acceptable use policies).</li><li>4. collaborate with others, both in person and through technologies, to identify information problems, seek solutions,</li></ol>

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## Library Media Content Standard 3

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**Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.**

### **Rationale**

*Central to lifelong learning is a respect and appreciation for the many voices and cultures, such as American Indian cultures, that contribute to the arts, literature and expressions of human productivity and creativity. Students must understand the ephemeral nature of information and value the enduring expressions of universal experiences. Students deserve to experience the satisfaction of fulfilling academic tasks as well as to connect with the excitement of independent learning.*

### **Benchmarks**

**Students will:**

<b>End of Grade 4 Upon Graduation—End of Grade 12</b>		<b>End of Grade 8</b>
1. recognize that diverse cultures are represented in a variety of creative formats.	1. use and respond to materials and creative expressions from diverse cultures.	1. compare and analyze literature and other creative expressions from diverse cultures.
2. experience a variety of literature and other creative expressions and relate them to their own lives.	2. interpret a wide variety of literature and other creative expressions in various genres and formats.	2. select, analyze and evaluate literature and other creative expressions from diverse origins and connect them to their own lives and to the human experience.
3. use libraries as places to seek information for personal interest.	3. use the library to find information for personal use and to make connections to resources beyond the school library.	3. apply his/her knowledge of his/her use of libraries to a variety of new information environments.

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## Library Media Content Standard 4

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**Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.**

### Rationale

*Current emerging technologies and media require students to recognize the possibilities these tools can play in their information-rich futures. The variety of formats for both creating and presenting abound. Therefore, students must recognize and analyze how different media and technologies contribute to their own inquiry processes.*

### Benchmarks

**Students will:**

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"><li>1. identify and use various media and technologies to meet information needs.</li><li>2. identify and use search strategies to locate information in various media and technologies.</li><li>3. compare and contrast the quality and accuracy, relevancy, and type of information from a variety of media and technologies.</li></ol>	<ol style="list-style-type: none"><li>1. select and apply appropriate media and technologies to meet information needs.</li><li>2. select and refine appropriate search strategies to locate information in various media and technologies.</li><li>3. apply criteria to evaluate the point of view and embedded values in information from a variety of media and technologies.</li></ol>	<ol style="list-style-type: none"><li>1. analyze and evaluate various media and technologies when applying information necessary to complete a specific task.</li><li>2. develop and demonstrate research strategies to effectively locate information in various media and technologies.</li><li>3. generate and apply criteria to evaluate the origin, authority, accuracy, bias, and distortion of information from a variety of media and technologies.</li></ol>

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## Library Media Performance Standards: A Profile of Four Levels

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The Library Media Performance Standards describe students' knowledge, skills, and abilities in the library media content area on a continuum from kindergarten through grade twelve. These descriptions provide a picture or profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency, and novice.

Advanced This level denotes superior performance.

Proficient This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing Proficiency This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Novice This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

### Grade 4 Library Media

**Advanced** A fourth-grade student at the advanced level in library media demonstrates superior performance. He/she:

- (a) consistently recognizes and follows all steps of an inquiry process;
- (b) consistently recognizes the importance of equitable access, independently uses information, materials, and technology responsibly, and effectively shares information with others;
- (c) independently chooses material from a variety of cultures and realizes the library is a center for learning and enjoyment; and
- (d) effectively uses a variety of search strategies to locate and evaluate print and nonprint materials.

**Proficient** A fourth-grade student at the proficient level in library media demonstrates solid academic performance. He/she:

- (a) recognizes and follows all the steps of an inquiry process;
- (b) recognizes the importance of equitable access; uses information, materials, and technology responsibly; and shares information with others;
- (c) chooses materials from a variety of cultures and realizes the library is a center for learning and enjoyment; and
- (d) uses a variety of search strategies to locate, select, and evaluate print and nonprint materials.

**Nearing Proficiency** A fourth-grade student at the nearing proficiency level in library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media. He/she:

- (a) recognizes and follows some of the steps of an inquiry process;
- (b) recognizes with some assistance the importance of equitable access; often, but not always, uses information, materials, and technology responsibly and shares some information with others;
- (c) chooses materials, with assistance, from a variety of cultures and realizes the library is a center for learning and enjoyment; and
- (d) uses a variety of search strategies, with some assistance, to locate and evaluate print and nonprint material.

**Novice** A fourth-grade student at the novice level in library media is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

- (a) recognizes and follows some of the steps of an inquiry process only with much assistance;
- (b) seldom recognizes the importance of equal access, inconsistently uses information, materials, and technology responsibly and seldom shares information with others;
- (c) sometimes chooses materials, with assistance, from a variety of cultures and realizes the library is a center for learning and enjoyment; and
- (d) seldom understands how to use search strategies to locate or select print and nonprint material and has limited ability to evaluate information.

### **Grade 8 Library Media**

**Advanced** An eighth-grade student at the advanced level in library media demonstrates superior performance. He/she:

- (a) effectively applies an inquiry process in a variety of situations and consistently analyzes his/her use of the process;
- (b) explains beyond obvious understanding the importance of equitable access, consistently uses information responsibly, and consistently demonstrates respect for others' ideas and contributions;
- (c) consistently seeks and effectively interprets materials from a variety of cultures and uses materials found in many locations; and
- (d) effectively applies appropriate search strategies to locate various print and nonprint information and consistently evaluates the information using criteria.

**Proficient** An eighth-grade student at the proficient level in library media demonstrates solid academic performance. He/she:

- (a) applies an inquiry process in a variety of situations and analyzes his/her use of the process;
- (b) explains the importance of equitable access; uses information responsibly; and acknowledges others' ideas and contributions;
- (c) seeks and interprets materials from a variety of cultures and realizes materials are found in many locations; and
- (d) applies appropriate search strategies to locate various print and nonprint information and evaluates the information using criteria.

**Nearing Proficiency** An eighth-grade student at the nearing proficiency level in library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media. He/she:

- (a) applies an inquiry process in some situations but has difficulty analyzing his/her use of the process;
- (b) briefly explains the importance of equitable access; often, but not always, uses information responsibly; sometimes, but not consistently, demonstrates respect for others' ideas and contributions;
- (c) sometimes seeks materials from a variety of cultures and interprets them with some assistance; sometimes, but not consistently, realizes materials are found in many locations; and
- (d) inconsistently applies appropriate search strategies to locate print and nonprint information and seldom evaluates the information using criteria.

**Novice** An eighth-grade student at the novice level in library media is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

- (a) inconsistently applies an inquiry process and seldom analyzes his/her use of the process;
- (b) briefly explains, with assistance, the importance of equal access, seldom uses information responsibly, acknowledges others' ideas and contributions in a limited way;
- (c) has difficulty finding or understanding materials from other cultures; seldom realizes that materials are found in many locations; and
- (d) seldom applies appropriate search strategies to locate print and nonprint information and almost never evaluates the information using criteria.

## **Upon Graduation Library Media**

**Advanced** A graduating student at the advanced level in library media demonstrates superior performance. He/she:

- (a) independently applies a complex inquiry process and monitors and adjusts his/her effective use of the process;
- (b) independently evaluates the importance of equitable access, consistently uses information independently and responsibly, and effectively collaborates with others in the information process;
- (c) analyzes and evaluates complex materials from a variety of cultures and effectively transfers information literacy skills to new settings; and
- (d) effectively analyzes and modifies various search strategies to locate print and nonprint information and generates multi-faceted criteria to appropriately evaluate the quality of information.

**Proficient** A graduating student at the proficient level in library media demonstrates solid academic performance. He/she:

- (a) independently applies a complex inquiry process and monitors his/her effective use of the process;
- (b) evaluates the importance of equitable access; uses information, materials and technology responsibly; and collaborates with others in the information inquiry;
- (c) analyzes and evaluates materials from a variety of cultures and transfers information literacy skills to new settings; and
- (d) analyzes the effectiveness of various search strategies to locate print and nonprint information and generates criteria useful in evaluating the quality of information.

**Nearing Proficiency** A graduating student at the nearing proficiency level in library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media. He/she:

- (a) usually, but not consistently, initiates applying an inquiry process and minimally monitors his/her effective use of the process;
- (b) evaluates, with some assistance, the importance of equitable access; sometimes, but not consistently, uses information responsibly; to some degree collaborates with others in the information process;
- (c) analyzes and evaluates some materials from a variety of cultures and sometimes, but not consistently, transfers information literacy skills to new settings; and
- (d) analyzes, with assistance, various search strategies, and applies given criteria to appropriately evaluate the quality of information.

**Novice** A graduating student at the novice level in library media is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

- (a) seldom initiates an inquiry process and has difficulty monitoring his/her use of the process;
- (b) lacks clarity in his/her evaluation of the importance of equitable access, sometimes uses information responsibly; and with much assistance and prompting, collaborates with others;
- (c) has difficulty analyzing and evaluating materials from a variety of cultures and only with assistance transfers information literacy skills to new settings; and
- (d) incompletely analyzes a limited range of search strategies to locate print and nonprint information and, with much